



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
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Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-023

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
We had 0 applicants for a HS Math position and 1 applicant for a SPED position at Walker Junior High this past year.	The district will attend job fairs at Region 18, Alpine (Sul Ross State University), San Angelo (Angelo State University), Midland/Odessa (University of Texas at the Permian Basin) and El Paso (University of Texas at El Paso). Currently, our teacher population is made up of 39% from Monahans High School alumni. The Grow Your Own Grant funds will certify 2 special education and 1 Math teacher.
The district is currently using 3 instructional aides as a classroom teacher due to a teacher shortage.	These 3 elementary teaching jobs are currently posted and the district is in communication with the Region 18 teacher preparation department. The district is also keeping up with Monahans High School alumni that are student teaching this year. The grant funds will allow the district to certify 5 elementary teachers.
The district is currently using class size waivers from the district of innovation. Two classrooms in grades K-4 are over the 22:1 ratio and 18 other classrooms are at the 22:1 ratio.	Bond meetings are taking place to expand the number of classrooms. The grant funds will make it possible for the district to add 6 certified elementary teachers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 31, 2021, the Monahans-Wickett-Pyote ISD will have 8 new certified teachers (1 Math, 2 SPED, 5 EC-6) through the "Grow Your Own" grant program. The demographics will be as follows: 1 Male African American, 1 Female African American, 3 Female Hispanic and 3 Female White.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By April, 2019

-A Memorandum of Understanding (MOU) will be signed by each recruit and the district.

-Degree/Certification plans for the 8 recruits will be complete and a time line for completing IHE coursework will also be in place.

-Courses for Degree/Certification plans will have been planned. Flexible work schedule will be made if applicable.

-Budget goals and needs will be adapted if necessary to supplement the Degree/Certification plans.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

May 2019

- Degree/Certification plans will continue to be followed.
- Modifications to Degree/Certification plans and time lines will be made if any recruit is behind or ahead on progress.
- The district will work with IHE/EPP to modify district work schedules for Degree/Certification plans.
- Certification testing dates will be determined and potential job openings for 2019-2020 will be explored if applicable.

Third-Quarter Benchmark

December 2019

- Certification test dates will be made if not already passed.
- Potential job openings within the district will be explored for immediate hire or for the 2020-2021 school year.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Each person recruited will be handled on an individual basis. A class schedule will be determined through May, 2021 through the IHE/EPP to map completion. A date to start certification testing will also be determined for each teacher recruit. If a recruit is not fulfilling obligations determined by the benchmarks, then courses and/or certification test dates will be modified in order to meet the final goal on time. A Memorandum of Understanding (MOU) will be signed by the recruit and by the school district. This will be a commitment by the recruit to finish on time or early and the school district will be committing to hire the recruit at completion as openings come available. Flexible scheduling for para-professionals may become necessary as course work may conflict with job responsibilities. For example, course completion may become part of the job description and the district will commit time during the school day for recruits to take and complete courses necessary to become a certified teacher. Each recruit must have a degree/certification plan.

In their first year of teaching, each recruit will participate in the Lobo Teacher Induction at the beginning of the year to plan out the first six weeks of lesson plans. They will also be in the New Teacher Academy that meets throughout the school year. The district has two academic coaches to support new teacher's.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Teachers for the Education Training Courses:

- Must have 2 years teaching experience.
- Score "Proficient" or above on T-TESS.
- Have a positive relationship with students that includes low student discipline issues.
- Positive feedback from colleagues.
- Teach to a high standard to encourage the enrollment of high ranking students.
- Must have an 80% growth rate for student achievement on their "Student Learning Objective" through T-TESS.
- Teachers must be involved in community activities.
- Prospective teachers will have a history of being involved in student organizations.

MOU Outline:

- Each candidate in Pathway 1 will commit to the district for 2.5 years after starting the teaching assignment.
- The district will agree to pay the \$5,000 stipend over a period of 2 years.
- The candidate will be liable to the district at a rate of \$500 per semester for a period of 2.5 years.
- If the time of 2.5 years is fulfilled by the candidate, then the candidate will not be liable.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Each principal will understand the recruitment plan and recommend candidates for the "Grow Your Own" program.

- Candidates must be within two years of completing their Bachelor's degree or have a Bachelor's degree and desiring to pursue a Texas teacher certification (If a candidate can complete a Bachelor's degree that is not in education, enroll in a Texas teacher certification program and complete both within two years, then this person will qualify.
- Have successful Para-professional evaluations with an overall performance rating of Proficient.
- Pursue a degree/certification in the field of Math, Science, Special Education, or Elementary Education. Candidates can also qualify by pursuing a field that the district predicts that an opening will be available in the next 2-3 years.
- Sign a Memorandum of Understanding (MOU) that commits the candidate to the district for 2.5 years after accepting a professional teaching position.
- Candidates must be able to fulfill the job description of Teacher described by the Monahans-Wickett-Pyote ISD.
- At the degree possible, the candidate pool will reflect the demographic population of the students.

MOU Description:

- Each candidate will commit to the school district for 2.5 years after accepting a professional teaching position.
- The school district will agree to hiring candidates after their successful completion of a degree/certification.
- The candidate will be liable to the district at a rate of \$1,000 per semester for a period of 2.5 years. If the time of 2.5 years is fulfilled by the candidate, then the candidate will not be liable.
- The candidate will have a degree/certification by May, 2021. If the candidate cannot fulfill this requirement, then the candidate will pay the grant back in full.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="11,500"/>

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="6"/>	X \$11,000 =	<input type="text" value="66,000"/>
Request for Pathway 2			<input type="text" value="77,000"/>
Request for Pathway 1			<input type="text" value="11,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="88,500"/>

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipend for Teaching Education and Training courses	5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Tuition and fees for completion of degrees	60,000
Tuition for EPP	10,000
Certification test and study materials	4,000
TAFE materials	3,500

OTHER OPERATING COSTS (6400)

TAFE competition and membership fees	3,000
Travel and expenses for required institute	3,000

Total Direct Costs

88,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

88,500

Total Direct Costs plus Indirect Costs

2019–2021 Grow Your Own Grant Program, Cycle 2
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Implementation and Growth of the Education and Training Courses: Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

The plan must include strategies to increase enrollment in each course each year.

The plan must include a description of the recruitment and selection of highly qualified field experience classroom teachers with measurable evidence of student achievement.

Career development, counseling, and support for students:

- Students will be encouraged to take part, when appropriate, in district and campus professional development for our teachers (For example: Math and Reading instruction).
- Staff from the district will present different aspects of education in the high school courses.
- Students will be given opportunities to practice teaching at the lower grade level campuses.
- District teachers will be made available and commit to counsel with students about the teaching profession.

Strategies to increase enrollment:

- Each spring, incoming 9th grade students will be presented opportunities to participate in the education classes.
- Parents of incoming 9th grade students will be made aware of the education courses and TAFE at the annual spring high school orientation.
- Students from TAFE will be present and involved in community activities (Homecoming, Christmas, Etc.)
- TAFE students will receive recognition during other school activities (Football games, PTO's, Etc.)

Teachers for the Education Training Courses:

- Must have 2 years teaching experience.
- Score "Proficient" or above on T-TESS.
- Have a positive relationship with students that includes low student discipline issues.
- Positive feedback from colleagues.
- Teach to a high standard to encourage the enrollment of high ranking students.
- Must have an 80% growth rate for student achievement on their "Student Learning Objective" through T-TESS.

Student Marketing, Recruitment, and Persistence: Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

The plan must include marketing and recruitment strategies to increase student interest and persistence.

The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Profile of the students targeted:

- The campus will target students from the top ½ of the prospective class and reflect the ethnic population of the district.
- The class will be of rigor to attract top students.
- The campus will avoid enrolling students into the education classes because of overcrowding in other areas.
- Students will be actively involved in other school activities.

Marketing and recruiting strategies:

- During the spring enrollment process, current students will visibly recruit new students to the program with recruitment goals.
- Each spring the incoming 9th graders will be taught on the positive impact that the TAFE organization is having on the high school campus. TAFE activities will be promoted to each 8th grade student.
- Parents of incoming 9th grader students will be made aware of the education courses and TAFE at the annual spring high school orientation.
- Signs and advertisements will be posted at the high school campus and the TAFE group will be present at community events.
- TAFE will compete in at least 1 competitive event per school year.

LEA leadership and staff motivation:

- LEA district and campus staff will be involved in the curriculum by presenting to students the different aspects of education during the education courses.
- Having personnel across the district committed to teaching different aspects of education will motivate students to persist.
- Students in the education courses will become part of the district new teacher academy celebrations.
- Staff within the entire district will have knowledge of the TAFE group of students and encourage them to enter and persist in the education courses.
- Within the high school Foundation Graduation plan, there will be an education pathway.

OPTIONAL IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.

The plan must also include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year, and an MOU between the LEA and IHE.

OPTIONAL Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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EPP and LEA Partnership: Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The partnerships for the district will be with U.T. at the Permian Basin (UTPB) and the ESC Region 18 Teacher Certification Program. Instructional aides that have been targeted already have their 60 hours or more with UTPB.

- The district and the EPP will maintain degree plans on the candidates to ensure communication on graduation and/or certification dates.
- The EPP will provide the classes for the degree and/or certification.
- The district will provide opportunities to practice teaching methods and strategies.
- There will be shared planning between the EPP and the district to ensure that there is pedagogical knowledge acquisition.
- Practice provided by the district for the candidates will start out smaller and more focused on individual or group activities and then grow in complexity. The practice will end with the teacher candidate making decisions consistent with what a professional teacher encounters on a typical day or week.
- At all stages there will be a partnership and collaboration between the EPP and the district to reinforce learning for the teacher candidates.
- Practice for the certification test will be provided by the EPP.
- The district will be flexible in scheduling the teacher candidates and will include attending class at the EPP part of the work day if necessary.

MONAHANS-WICKETT-PYOTE
Independent School District

606 SOUTH BETTY AVENUE • MONAHANS, TEXAS 79756 • 432/943-6711



November 7, 2018

Document Control Center
Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Texas Education Agency,

The Monahans-Wickett-Pyote ISD School Board fully supports the district in pursuing the "Grow Your Own" teacher grant. We currently have teacher opening that are being covered by Instructional Aides. Our Instructional Aides are outstanding and several of them will make great teachers when they acquire their prospective degrees and certifications.

Thank you for providing this opportunity to the districts of Texas and I anxiously await to see if our district receives this grant.

Thank you again for the opportunity

Donna Garcia
School Board President
MonahansWickett-Pyote ISD

MONAHANS-WICKETT-PYOTE
Independent School District

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November 7, 2018

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